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Fashion Detective – An Investigation of Continuity and Change in Nez Perce Country

The National Park Service [NPS] *Teaching with Museum Collections* provides lesson plans for teachers to use NPS museum collections in student-centered educational activities. Collections tell the story of America; its peoples, cultures, varied habitats, significant events, and ideas that continue to inspire the world. *Teaching with Museum Collections [TMC]* emphasizes the links between the ‘real things;’ the collections, and the sites where those collections were found, collected, or used. NPS collections include cultural objects, natural history specimens, archival documents and photographs. Lesson plans link to national education standards.

A. Header

- Lesson Unit Plan Title:** **Fashion Detective: An Investigation of Continuity and Change**
- Developers:** Jim Magera, Havre High School, Havre, MT; Randy Shipman, Dillon Middle School, Dillon, MT; April Weber, Troy Junior/Senior High School, Troy, ID
- Grade Level:** Middle School, adjustable up or down
- Length of Lessons/Lesson Unit:** one to four 45 minute periods

B. Overview of this Collection-Based Lesson Plan

- Park name:** Nez Perce National Historical Park
- Description:** The Nez Perce and their contact with Euro-American culture.
- Essential question:** How did contact, direct and indirect, with Euro - Americans influence Nez Perce material culture?

C. Museum Collections Used in this Lesson Plan

NEPE 8745	Hat or <i>Li ckaw</i>
NEPE 35655	Timothy's coat
BIHO 1256	Joseph coat
NEPE 178	Skunk skin hat
NEPE 5528	Reservation hat with block
NEPE 33913	Baseball hat
NEPE-HI-1158	Photograph of Chief Joseph with Alice Fletcher
NEPE-HI-C9729	Photograph of Three Nez Perce Veterans wearing hats
NEPE-HI-C33561	Photograph of Nez Perce Lady, Agnes Davis wearing a basket hat or <i>Li ckaw</i>

D. National Educational Standards

Culture

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. compare similarities and differences in the ways groups, societies, and cultures meet human needs and concerns;
- c. explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture;

Time, Continuity, and Change

Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time, so that the learner can:



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- a. demonstrate an understanding that different scholars may describe the same event or situation in different ways but must provide reasons or evidence for their views;
- b. identify and use key concepts such as chronology, causality, change, conflict, and complexity to explain, analyze, and show connections among patterns of historical change and continuity;
- c. identify and describe selected historical periods and patterns of change within and across cultures, such as the rise of civilizations, the development of transportation systems, the growth and breakdown of colonial systems, and others; .

People, Places and Environments

Social studies programs should include experiences that provide for the study of people, places and environments, so that the learner can:

- a. elaborate mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
- e. locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;

Individual Development and Identity

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. describe the ways family, gender, ethnicity, nationality, and institutional affiliations contribute to personal identity;

Individuals, Groups and Institutions

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:

- b. analyze group and institutional influences on people, events, and elements of culture;

Power, Authority, and Government

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governments, so that the learner can:

- f. explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- g. describe and analyze the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;

Production, Distribution, and Consumption

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:



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- b. describe the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- e. describe the role of specialization and exchange in the economic process; explain and illustrate how values and beliefs influence different economic decisions;
- f. explain and illustrate how values and beliefs influence different economic decisions;

Science, Technology, and Society

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society, so that the learner can:

- a. examine and describe the influence of culture on scientific and technological choices and advancement, such as in transportation, medicine, and warfare;
- b. show through specific examples how science and technology have changed people's perceptions of the social and natural world, such as in their relationship to the land, animal life, family life, and economic needs, wants, and security;

Global Connections

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- b. analyze examples of conflict, cooperation, and interdependence among groups, societies, and nations;
- e. describe and explain the relationships and tensions between national sovereignty and global interests, in such matters as territory, natural resources, trade, use of technology, and welfare of people;

E. Student Learning Objectives

The student will be able to:

- 1. Explain the implications of contact, either direct or indirect, between cultures.
- 2. Identify how cultural change may be demonstrated through the introduction of new materials and technologies.
- 3. Recognize cultural diffusion as a constant and continuous process.
- 4. Apply historical knowledge and use critical thinking to place items in chronological order.
- 5. Realize that, regardless of the passage of time, the need for functional clothing remains the same.



F. Background and Historical Context

Native cultures, the Nez Perce included, were not static and unchanging, they continued to evolve over the course of time, adapting and adopting new ideas and technologies as they appeared. Objects, ideas and behaviors were passed from one society to another. This mechanism is called cultural diffusion. Prior to the arrival of Euro-American influence, the most important object introduced into Nez Perce country was the horse. The arrival of the horse had a profound impact on Nez Perce culture. Not only did it increase their mobility, allowing for more frequent travel east to the plains of Montana, but large horse herds became a source of wealth and prestige.

The first Europeans began exploring the northwest in the 1780s. Manufactured goods including metal objects and beads were already circulating through Nez Perce country when Lewis and Clark arrived on the scene in 1805. With the arrival of European trade goods, these materials were incorporated into existing practices, trade cloth replaced hide and so on. The concept goes beyond material culture. For the Nez Perce who became Christians, they used their native language in church services.

For additional information, see the virtual exhibit at www.nps.gov/nepe and www.cr.nps.gov/museum/exhibits/nepe

G. Materials Used in this Lesson Plan

Similar items [objects]

The following objects from the current day: students' hats, coats, and shoes.

Other materials:

- Writing materials: Paper and pens
- Forms and Charts:

Chart paper, graphic organizer worksheet, Venn diagram, Collaborative Skills Rubric, Nez Perce Chronological Worksheet – Coats; Hats, and worksheet key, Nez Perce Vocabulary Exercise, Nez Perce Vocabulary Exercise Key, Drawing of Front and Back of Coat, Items of Adornment and Explanation of Significance Chart

- Art-making materials: Colored pencils
- Technology: overhead projector / LCD projector, copy machine, laminator
- Nez Perce National Historical Park Photographs.
- Vocabulary list and matching activity, chronological worksheet, coat worksheet and rubric for group work

H. Vocabulary:

Adorn – To put decorations or ornaments on a person or object that adds beauty and distinction.

Assimilate – To be absorbed and incorporated into a larger body or system.

Artifact – An object made by human work.

Characteristic – A distinguishing trait, feature or quality.

Chronology – Arranging events, dates, etc. in their order of appearance.

Contact – The act of meeting and establishing communication with a person or group.



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Contemporary – Living or happening in the same period of time.

Culture – The concepts, habits, skills, arts, instruments, institutions of a given people in a period of time.

Diffusion – To spread out or scatter in many different directions.

Dye – A substance used to color fabric or hair.

Dynamic – Relating to or tending toward change.

Ermine tail – A weasel that lives in northern regions of North America whose brown fur of the summer month's changes to white with a black tip in the winter months.

Euro-American – An anthropological term used to describe the people's who settled North America after 1492.

Fringe – An ornamental border consisting of cords or threads that are either loose or are tied together and hang from the edges of garments.

Hat block – A wooden block that fits in a hat to preserve its shape.

Innovation – Something that is newly introduced; new method, custom; device; change in way of doing things.

li ckaw – Nez Perce basket cap made of hemp or cornhusk with dyed designs.

Pinking shears – Shears with notched blades used for pinking the edges of cloth.

I. Teacher Tips

- These activities are designed to supplement a unit on westward expansion or cultural interaction.
- Print out pictures of objects from the collection for groups of three to four students (At this point there should be no identifying marks on the photographs).
- Laminate photographs for repeat use.
- Make copies of worksheets: Nez Perce Vocabulary Exercise Worksheet, Nez Perce Chronological Worksheets - Coats/Hats and Chief Joseph's Coat Worksheets (front and back view).
- If students do not or are not allowed to wear hats or coats in class, you may wish to bring one for the culminating activity.

J. Lesson Implementation Procedures

Activity 1: How to Read an Object:

Materials used for this activity:

- Hat or *Li ckaw* photograph in the Nez Perce NHS collections (catalog number NEPE 8745)
- Vocabulary worksheet

Procedure:

This first activity uses the photograph of the *li ckaw*, or basket hat. Show students the photograph of the hat. Ask the questions:

- What was its function and purpose?
- Who would have used it?
- How was it made?
- What materials are used in its manufacture?



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Distribute vocabulary worksheet. Allow students to complete the worksheet, correct it, and then ask the same questions again. Discuss the concept of cultural diffusion and ask students for examples. Did contact with Euro-Americans change the use or materials used in the hat?



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Activity 2: Chronology/Introduction of Euro-American trade items of Artifacts:

Materials used for this activity:

- Li ckaw* photograph (catalog number NEPE 8745)
- Timothy coat (catalog number NEPE 35655)
- Joseph's coat (BIHO 1256)
- Skunk skin hat (catalog number NEPE 178)
- Reservation hat with bock (catalog number NEPE 5528)
- Baseball hat (catalog number NEPE 33913)
- Alice Fletcher/Chief Joseph photograph (NEPE-HI-1158)
- Photograph of Nez Perce men wearing hats (NEPE-HI-C9729)
- Photograph of Nez Perce women wearing *Li ckaw* (NEPE-HI-C33561)
- Coat and hat worksheets

Procedure:

Divide students into groups of three to four then distribute the coat and hat worksheets and copies of photos of the same items (There should be no identifying information on the photographs at this time). Allow students 15 to 25 minutes to examine the photographs, discuss what they see and record the information on the worksheets.

When each group is done, have the class compare the results of each group and give corrections if necessary. Show the photographs at the appropriate sections so students can compare and contrast their own views with what they see in the photographs. Have students begin to consider the following questions about culture and clothing:

- Where was the item made?
- What information does it give about the wearer?
- Can clothes show honor or respect to an individual or a group?
- Are there any characteristics of the coat that indicate cultural diffusion and adoption of Euro-American style and items?

Activity 3: Joseph's Coat:

Materials used with this activity:

- Joseph coat (catalog number BIHO 1256)
- Joseph coat worksheet

Procedure:

Split class into small groups of two or three individuals and pass out coat worksheet and photograph. Have the groups consider the following questions:

- What characteristics do Chief Joseph's coat has that indicates cultural diffusion and adoption of Euro-American style and items?



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- Is it possible for clothing to reflect honor, respect, and status?
- Does Chief Joseph's coat reflect honor, respect, and status?

Once again remind students of the following questions:

- Where was the item made?
- What information does it give about the wearer?
- Why you chose this item?
- Can clothes show honor or respect to an individual or a group?
- Do your clothes show honor or respect to anyone?

The coat was certainly not for everyday wear. Compare the coat Joseph is wearing in the photograph with Alice Fletcher, to the coat in the museum. The materials that were used to decorate this coat certainly show the esteem in which Joseph was held. Often, the materials that were on the clothing were an indication of wealth and status. Looking at the trade items on the Joseph coat, there are indications of his wealth and status:

- Red trade cloth (wool) was one of the most expensive and desired colors sought by the Nez Perce.
- Brass ornaments were rare and blue trade beads were also rare and expensive.
- Ermine tails are a traditional sign of wealth and importance amongst the Nez Perce.
- Pinking shears used to cut the black trim were themselves expensive (the design of the cut keeps the material from unraveling) and in this case creates a decorative edge clearly visible against the red cloth.
- The style of the coat itself is Euro-American and the garment is machine sewn.

Ask students to bring an article of clothing to class the following day to be used either for discussion or the creation of the digital museum in Activity 4.

Activity 4: Family Artifact and History:

Procedure:

Have students bring in artifacts or pictures of artifacts which tell about their family history. Students will explain why the artifact they chose is a significant representation of their family.

Create a digital class museum. Photograph the artifacts and assemble a catalog. The catalog should have a number, a written description of the item which includes materials, and the source or ownership of the item. As an extension you may expand discussion to include what students are wearing today and why. You may ask questions such as:

- Where was the item made?
- What information does it give about the wearer?
- Why you chose this item?
- Can clothes show honor or respect to an individual or a group?
- Do your clothes show honor or respect to anyone?



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- Does the item indicate any cultural diffusion?

K. Evaluation/Assessment for Measurable Results

Grade vocabulary worksheet using the key provided.

Grade chronology worksheet using the key provided.

Grade Chief Joseph's coat activity worksheet by effort and completeness.

Rubric for small collaborative group work is attached.

Check for understanding through questions and discussion.

L. Extension and Enrichment Activities

- Using the park's museum collection, do further research on people or artifacts mentioned in the selected activity.
- Visit a local museum, historical site, art gallery or historical society and report to the class on the experience.
- Invite a guest speaker from your area to provide additional information.
- Research a local group or artifact.

M. Resources

- Raymer, Dottie. *Welcome to Kaya's World 1764: Growing Up in a Native American Homeland*. Middleton, Wisconsin: Pleasant Company Publications [American Girls Collection], 2003.
- Shawley, Stephen D. *Nez Perce Dress: A Study in Culture Change*. University of Idaho Anthropology Department, 1974.

Websites

Nez Perce Tribe: www.nezperce.org

Nez Perce National Historical Park: www.nps.gov/nepe

Colville Confederated Tribes: <http://www.colvilletribes.com/>

Umatilla Confederated Tribes: <http://www.umatilla.nsn.us/>

N. Site Visit

- Pre-visit:** Before the visit, have the students visit the virtual museum web site and look at the online exhibit and complete activity one, how to read an object. After completing activity one, choose two more objects and analyze those. Also, have the children come prepared to analyze one or two objects of their choice on display in the museum.
- Site visit:** Have the students pick an object in the museum and analyze it using the knowledge gained in how to read an object. Please visit the park's web site at www.nps.gov/nepe for more information on how to visit the park or call (208) 843-2261, ext. 199.
- Post-visit:** Have the students write down their reactions to what they learned about how museum objects can tell stories. Also, every activity has extension activities that can be used.



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Collaborative Skills Rubric

Category	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion.	Usually provides useful ideas when participating in the group and classroom discussion.	Sometimes provides useful ideas when participating in group and classroom discussions.	Rarely provides useful ideas when participating in the group and in classroom discussion may refuse to participate.
Focus on Task	Consistently stays focused on the task and what needs to be done. Self directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause 'waves' in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Quality of Work	Provides work of the highest quality.	Provides high quality work	Provides work that occasionally needs to be checked/redone by other group members to ensure quality.	Provides work that usually needs to be checked/redone by others to ensure quality.
Problem Solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.
Understand Concepts	Clearly understands the concept and can explain it to others.	Understands the concept	Has some understanding on the concept and asks question of group members.	Does not appear to understand the concept and copes of the work of others without offering input.



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Nez Perce Chronological Worksheet – Coats

Directions: You have been given photographs representing Nez Perce artifacts from different time periods. Using your knowledge of Euro-American contact with the Nez Perce, place the artifacts in chronological order. Explain your reasoning.

Description of Artifact	Explanation



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Nez Perce Chronological Worksheet – Coats Key

Directions: You have been given photographs representing Nez Perce artifacts from different time periods. Using your knowledge of Euro-American contact with the Nez Perce, place the artifacts in chronological order. Explain your reasoning.

Description of Artifact	Explanation
Jacket belonging to Chief Timothy Catalog # NEPE 35655 Made for him by his wife Te-Ma.	Coat is made of buckskin with embroidered design. Designs appear to be shooting stars. The buttons are metal, and obtained through trade. The buttons were used by Euro-Americans to fasten shoes.
Chief Joseph's jacket Catalog # BIHO 1256 and 1256D (front and back views)	Machine sewn, wool with ermine pendants and brass buttons used as decoration. The black trim has been cut with pinking shears. All but the ermine tails are trade goods.
Alice Fletcher photograph #HI-1158	Jacket is Euro-American in material, style and design.



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Nez Perce Chronological Worksheet – Hats

Directions: You have been given photographs representing Nez Perce artifacts from different time periods. Using your knowledge of Euro-American contact with the Nez Perce, place the artifacts in chronological order. Explain your reasoning.

Description of Artifact	Explanation



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Nez Perce Chronological Worksheet – Hats Key

Directions: You have been given photographs representing Nez Perce artifacts from different time periods. Using your knowledge of Euro-American contact with the Nez Perce, place the artifacts in chronological order. Explain your reasoning.

Description of Artifact	Explanation
Basket Hat li ckaw Item worn by Nez Perce women #539 Show HI-C33561 photograph of women wearing such hats	No trade goods included in the manufacture of this item Natural dyes: dark is dogbane light is bear grass
Skunk Skin Cap #178	This should be placed second because it contains beads obtained through trade along with the natural materials. The hat is brimless showing very little influence of Euro-American style.
Western Reservation Hat #5528 Show three men with this hat (HI-C9729)	Hat block indicates European manufacture as does the material- felt- and the style- brim.
Baseball type hat with beaded design #33913	Students should notice modern material used to make the mesh in the cap, but it retains the traditional design in its beadwork. Note: Nez Perce are well known for the quality of their bead work.



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Nez Perce Vocabulary Exercise

Directions: Match the words to their definitions using capital letters to indicate your choice.

- | | |
|---|---|
| <input type="text"/> 1. adorn | A. basket cap made of hemp or cornhusk with dyed designs |
| <input type="text"/> 2. artifact | B. the introduction of something new |
| <input type="text"/> 3. assimilate | C. something created by humans usually for a practical purpose |
| <input type="text"/> 4. characteristic | D. designed or developed chiefly from the point of view of use |
| <input type="text"/> 5. chronology | E. to enhance the appearance of especially with beautiful objects |
| <input type="text"/> 6. contact | F. a condition in which two or more individuals or groups are placed in communication with each other |
| <input type="text"/> 7. contemporary | G. the science that deals with measuring time and assigns to events their proper place |
| <input type="text"/> 8. culture | H. an ornamental border of short lengths of straight or twisted thread, cord, or leather hanging from the edge of a garment |
| <input type="text"/> 9. diffusion | I. to absorb into the culture or mores of a population or group |
| <input type="text"/> 10. dye | J. shears having notched blades for cutting and simultaneously finishing edges |
| <input type="text"/> 11. dynamic | K. a member of an American Indian people of Idaho, Washington, and Oregon |
| <input type="text"/> 12. ermine tails | L. something that distinguishes or identifies a person or thing |
| <input type="text"/> 13. Euro-American | M. any of several weasels that assume white winter fur usually with a black-tipped tail |
| <input type="text"/> 14. functional | N. the spread of cultural elements from one area or group of people to others by contact |
| <input type="text"/> 15. fringe | O. wooden form used to make or maintain a hat's shape |
| <input type="text"/> 16. hat block | P. happening, existing, living, or coming into being during the same period of time |
| <input type="text"/> 17. innovation | Q. characterized by continuous movement, advance, or expansion |
| <input type="text"/> 18. li ckaw | R. the set of shared attitudes, values, goals, and practices that characterizes a group |
| <input type="text"/> 19. Nez Perce | S. Americans who have European ancestors |
| <input type="text"/> 20. pinking shears | T. natural or synthetic coloring matter |



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Nez Perce Vocabulary Exercise Key

Directions: Match the words to their definitions using capital letters to indicate your choice.

- | | |
|-------------------------|---|
| __E__ 1. adorn | A. basket cap made of hemp or cornhusk with dyed designs |
| __C__ 2. artifact | B. the introduction of something new |
| __I__ 3. assimilate | C. something created by humans usually for a practical purpose |
| __L__ 4. characteristic | D. designed or developed chiefly from the point of view of use |
| __G__ 5. chronology | E. to enhance the appearance of especially with beautiful objects |
| __F__ 6. contact | F. a condition in which two or more individuals or groups are placed in communication with each other |
| __P__ 7. contemporary | G. the science that deals with measuring time and assigns to events their proper place |
| __R__ 8. culture | H. an ornamental border of short lengths of straight or twisted thread, cord, or leather hanging from the edge of a garment |
| __N__ 9. diffusion | I. to absorb into the culture or mores of a population or group |
| __T__10. dye | J. shears having notched blades for cutting and simultaneously finishing edges |
| __Q__11. dynamic | K. a member of an American Indian people of Idaho, Washington, and Oregon |
| __M__12. ermine tails | L. something that distinguishes or identifies a person or thing |
| __S__13. Euro-American | M. any of several weasels that assume white winter fur usually with a black-tipped tail |
| __D__14. functional | N. the spread of cultural elements from one area or group of people to others by contact |
| __H__15. fringe | O. wooden form used to make or maintain a hat's shape |
| __O__16. hat block | P. happening, existing, living, or coming into being during the same period of time |
| __B__17. innovation | Q. characterized by continuous movement, advance, or expansion |
| __A__18. li ckaw | R. the set of shared attitudes, values, goals, and practices that characterizes a group |
| __K__19. Nez Perce | S. Americans who have European ancestors |
| __J__20. pinking shears | T. natural or synthetic coloring matter |



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Drawing of Front and Back of Coat

Directions: Draw the various elements you see on the coat and identify each item and its significance.

Front of Coat



Back of coat



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Items of Adornment and Explanation of Significance Chart

Items of Adornment

Explanation of Significance

- | | |
|----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |